Module 1: Leadership

MODULE PREVIEW

Leadership at the Laboratory is an enormous job. Our leaders must have skills flexible enough to adapt to the Laboratory's changing role and mission. Leaders must also have a strong foundation of skills to give specific direction in matters of safety and operations.

At nuclear facilities, leaders have explicit demands placed upon them. The leader must have skills to develop a formal, disciplined working environment with an aim toward achieving excellence. They must accomplish this goal with a focus on safety, security, and environmental protection in all activities.

Leadership is the process of directing and mobilizing people and/or their ideas to achieve a shared vision, mission, and common goal. A good leader understands how teams work and how to influence people in a strategic direction. An effective leader is able to define roles and responsibilities. Following a course of action or a particular line of thought, a leader sets the prime example. They set the tone for all interactions with customers, managers, and workers throughout the Laboratory. A leader can also work effectively with regulatory, oversight, and funding agencies and stakeholders.

The fundamental issues facing managers today are establishing a customer focus and operating within a climate of funding uncertainty in light of changing programmatic goals. Therefore, the role of management is changing from an emphasis on control to an emphasis on facilitation, communication, and teaming. Teaming has become the primary mechanism for accomplishing business at the Laboratory. A leading organizational psychologist, Terry Deal, supports this role change. He said, "The leadership paradox of the organization's future is how to balance flexibility and commitment, how to maintain integrity without encouraging rigid and intractable human organizations."

This module discusses the qualities of leadership and the skills necessary to be an effective leader. A large section of the module is concerned with teaming and how managers and supervisors can

best utilize teaming principles to accomplish Laboratory goals. The roles and responsibilities of positions at the Laboratory are detailed. Finally, the Laboratory vision is emphasized to show the part every team effort plays in supporting that vision.

LEADERSHIP QUALITIES - SEVEN HABITS

Many researchers have tried to identify leadership qualities and concluded that there is no single leadership type. Research has identified several personal qualities common to many leaders.

The current Secretary of Energy supports the principles taught by Stephen Covey, founder of the Covey Leadership Center. Stephen Covey researched leadership literature of the first 200 years of our country and has organized leadership qualities that he found into a comprehensive package. Qualities that focus on a person's character, and qualities that focus on skills are both needed to be an effective leader. The Seven Habits of Highly Effective People course helps managers and supervisors step out of the "box," or their traditional ways of doing things, and assists them in defining their own direction based on their vision and values. The goal is for leaders to practice operational efficiency and improve the quality and quantity of work. Habits 1, 2, 3, and 7 deal with personal goals and ideas and help individuals develop independence. Habits 4, 5, and 6 pertain to interaction with others.

Habit One: Be Proactive

Being proactive focuses on taking control of one's life. This means not using genetic, psychic, and environmental determinism as excuses. Focus is shifted from areas of concern that a worker cannot control to those areas that can be influenced. This is the concept of "response-ability," exploring whether actions are based upon self-chosen values or upon moods, feelings, and circumstances.

Habit Two: Begin with the End in Mind

This quality represents the development of a personal mission statement. This statement allows a person to develop goals and to define their direction. It is a difficult task to discover the purpose of

life and to commit that purpose to paper. This is the habit of personal leadership. A personal mission statement should be written that provides meaning, purpose, and direction to life and ensure that actions flow from the mission. A leader must stay focused on the end (the goal) and not be distracted by the barriers along the way.

Habit Three: Put First Things First

The quality of being able to put first things first is the essence of time management. Tasks that are urgent are differentiated from those that are important. Emphasize planning and preparation so that less time is spent in crisis management and more time can be spent in production. This is the habit of personal management and managers and supervisors must be able to say no to the unimportant, no matter how urgent, and yes to the important.

The next three habits deal with interpersonal skills. Practice of these habits leads to interdependence.

Habit Four: Think Win/Win

The quality of seeking win/win solutions is based on a philosophy that creates more productive long-lasting relationships. Relationships that are interdependent require win/win attitudes or they are destructive in the long run. Win/win requires courage and consideration. Mutual benefit must be sought in all interdependent relationships.

Habit Five: Seek First to Understand, Then to be Understood

This is the skill that allows a win/win attitude to prevail. Almost all communication training concentrates on the sending or transmission of the message. This habit emphasizes listening with empathy. Listening to understand requires that our training to judge, probe, advise, and evaluate (autobiographical responses) be set aside until we understand the message and the feelings involved. As with all the habits, a real concern for the other party is required or this becomes just another tool for manipulation.

Autobiographical responses should be avoided and instead faithfully reflect understanding of the other person before seeking to be understood.

Habit Six: Synergize

Synergy is a quality that requires wanting and working to create a better solution than any individual would conceive alone. This is the result of Habits Four and Five. The different opinions, viewpoints, and perspectives of others should be valued when seeking solutions.

Habit Seven: Sharpen the Saw

The last habit is the continual development and application of the first six habits.

This leadership quality is identified as the habit of personal renewal. Knowledge and skills must be updated and "kept sharp" to be able to perform well. This habit promotes continuously practicing and refining the other habits and emphasizes self improvement by engaging in the physical, mental, spiritual, and social emotional dimensions of life.

Seven Habits of Highly Effective People Training recognizes that there is a need to develop personality skills and ethics to become a more effective leader. While there is no simple way to become a good leader, persons sincerely concerned with improving their capacity to lead can do so**.**

LEADERSHIP SKILLS

Communication

Effective leadership requires effective and precise communications. The topic of communication will be covered more thoroughly in CMAST Module Two: *Communications*. Here we will focus primarily on communication skills applied by successful leaders.

Communications are either formal or informal and are absolutely essential for emergency and operational situations. Audible communications are used to transmit operating and emergency information within the facility. Face to face oral, telephone, radio, public address (page) announcements, and special sounds (horns and bells) are examples of audible communications.

Since accurate communications are essential for the safe and efficient operation of facilities, guidance in the use of the various forms of audible communication is necessary. This includes repeating back instructions to ensure the accuracy of transmission and receipt of verbal instructions. Consequences of miscommunication at nuclear facilities can be fatal. Standardized terminology and the use of a phonetic alphabet are other means of ensuring that oral communications are understood.

Many facilities use horns, sirens, bells, and the public address system to alert personnel to abnormal or emergency conditions. These communications must be controlled to ensure that they do not detract from normal operations and are available in an emergency.

Effective communication within a group is the key to teamwork and is central to all task interactions. It provides for informing, directing, asking, receiving, answering, and authorizing. Communication can be divided into two major areas: operational and interpersonal communication.

Operational communication skills are required for passing the necessary information to operate a facility effectively. To efficiently operate a facility, information must be passed quickly and accurately to all team members. This is similar to your brain telling your arm to pick up an object or your finger telling your brain that it has been cut. Although the process of communication is different, the concept is the same—quick, accurate information transmittal.

Interpersonal communication refers to the face-to-face interactions between persons. This occurs during pre-shift briefs, post-shift debriefs, critiques, and during any work phase. Effective use of nonverbal communication, sharing of ideas, the ability to give clear instructions, knowledge of the opinions and feeling of others are some of the communication sub-skills that make up interpersonal communication.

Specifically, managers must effectively perform the following:

- Identify and overcome communication inhibitors. These may include the lack of standardized words and phrases, lack of procedural guidelines, inability to clearly say or understand

what is meant, noise in the workplace, and deficient or defective communications equipment.

- Establish and maintain effective communication during abnormal and emergency situations.
- Use feedback mechanisms in the communication process. Focus on the positive first. Consider what is right rather than who is right, the value of the feedback to the receiver, the amount of usable information, the proper timing of feedback, and paraphrasing or direct repeat back of messages.
- Exchange information in an accurate, effective, and efficient manner for informed decision making.

Coping With Declining Resources

Laboratory operations continue to be challenged as we struggle to operate in a cost-effective manner that meets today's stringent environmental, health, and safety requirements. Funding, particularly in the weapons programs, has changed dramatically since the end of the Cold War. The changes resulting from funding shortfalls and Laboratory restructuring results in turmoil and continuing anxiety that is typically associated with dramatic changes in any organization. The end of the Cold War, an increase in regulations and public involvement, and the business revolution have created the major forces driving organizational change to become a more quality oriented and competitive Laboratory.

Carrying out the Laboratory's quality initiatives, strategic plan, and tactical goals has been a challenge for all. Several events in 1994 caused additional stress. The Laboratory received a large environmental fine levied by the state and faced the scrutiny of past practices associated with human radiation studies. DOE challenged LANL's ability to demonstrate acceptable property accountability, and the Laboratory faced an unsatisfactory DOE security assessment. TA-55 plutonium facility suspended operations to question and update operational procedures. The pace of audits, inspections, and compliance activities continue unabated. There has been a continuous effort during the budget exercise to decrease overhead operating costs, to streamline business processes, and to proactively work with the DOE to change the regulatory framework to allow for more cost-effective and productive operations while maintaining an adequate level of regulatory compliance.

The Laboratory Director has emphasized the goals and challenges for the future. He has commented on how the Lab streamlined

some areas to make better use of resources and has emphasized that the Lab needs to continue to run programs in a more businesslike and quality fashion, while excelling in science and technology. Additionally, supervisors and managers must bring facilities into compliance and concurrently reduce the cost of doing business to get more technical work done for every dollar coming into the Lab.

The Director also commented on facing continuing reductions in the work force because of budget shortfalls. Managers must work diligently to create a resilient work force by identifying all vacancies, assessing skill levels across the Lab, and retaining the very best employees. Managers and supervisors must consider all potential resources available to them for getting the work done, partnering with other groups to develop pools of employees who perform similar work, and retraining personnel to match shifts in program emphasis.

Coaching

One of a leader's skills is that of coaching. Coaching is a discussion process between two members of an organization aimed at exerting a positive influence in the motivation, performance, awareness of areas for improvement and development, or career of another person to help them be as effective as possible. It is the ongoing process of building a partnership for continuous improvement. Figure 1-1 shows when coaching is appropriate.

The goals of coaching are to:

- support team members;
- help others see the need for change;
- sustain improvement, performance, and success;
- build on strengths and neutralize weaknesses;
- encourage others to stretch and take calculated risks; and
- more closely match intent with impact when under pressure or in conflict situations.

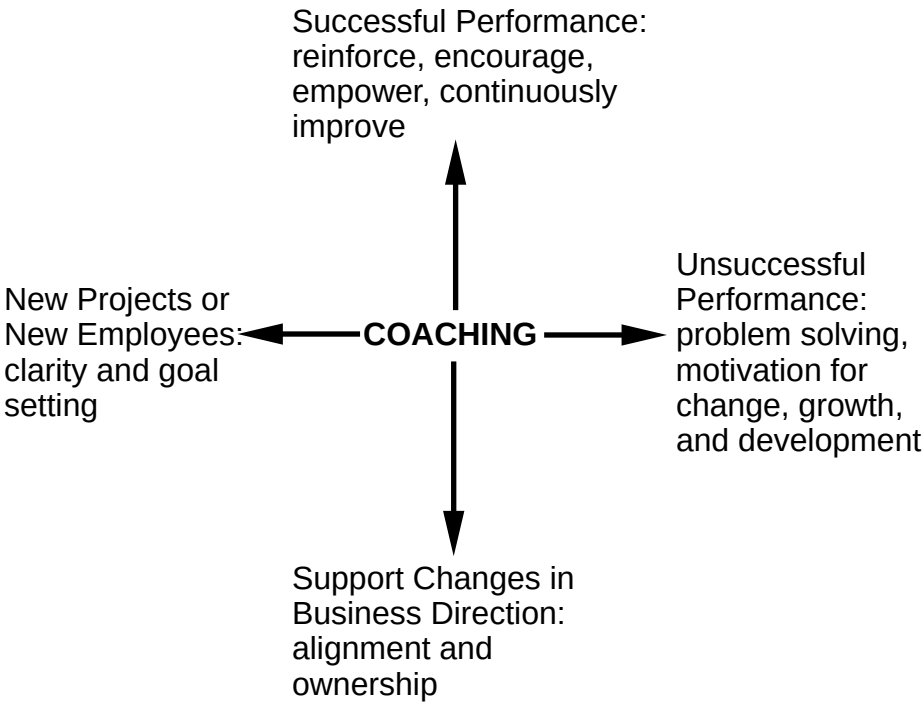


Figure 1-1 When Do Leaders Coach?

Teaming

Managers and supervisors should use team building skills to create an environment that contributes to completion of tasks and complements the use of teamwork. Successful team building means knowing the workers, understanding individual group members, and fostering team mindedness. When coupled with a commitment from top-level management, a team approach can result in a management-employee trust, a commitment to training, and an environment ready and willing to work together towards a common goal.

Team and project leaders are instrumental in leading the effort to get the work done. To achieve positive, successful results as a leader, encourage enthusiasm and a sense of belonging among team members. The strength of a team is the character and capacity beyond the sum of its individual members better known as

the synergy or group energy that teamwork achieves. There are at least two team types used at LANL—operational teams and self-directed teams. Each has its own set of skill requirements for team success.

Teamwork: Due to the complex nature and regulation of nuclear operations at DOE facilities, and the interdependence of job activities, a breakdown in the teamwork concept can create a negative situation with possible risk to the workers, public, and the environment. Issues arise in day-to-day operations of DOE facilities that require personnel to work together and to work with other organizations. If each person were acting independently, problems might occur that effect the process or operation. Some operations rely on communication or integration of information from several people. The mere fact of having regular reporting relationships within organizational structures does not necessarily constitute a team. Teamwork is built upon commitment, trust, collaboration, and competence.

In addition, team awareness includes assessing actions that affect others within the facility and others outside the facility and sharing information related to those actions. Passing information is extremely important during abnormal or emergency conditions.

One way to create or enhance willingness and cooperation within an interdependent team is through training on how to be a team. DOE Order 5480.20a requires that qualification programs include training on teamwork and diagnostic skills. Personnel who are trained as a team benefit from the emphasis placed on team communications and interactions and are particularly valuable where job functions require team solutions and activities.

Teamwork and diagnostics training is based on the increasing emphasis of properly applying knowledge and skills to complete assigned tasks and on effective facility operation and safety. It requires an effort on everyone's part to make observations, refine them, and make the necessary changes to make things better. Leaders of the team are responsible for making the team as successful as possible by being aware of the weaknesses and strengths of its members. Continual evaluation and improvement produce outstanding results in overcoming any difficulties. Managers and supervisors balance the concern for team members with concern for operations.

Operational Teams: Operational team skills apply to specific interaction requirements of operational team tasks. These situation-specific requirements are task and information needs.

These interaction requirements form the operational team skills. Operational team skills were determined from the team skills literature, nuclear power industry training and research documents, and recommendations from DOE team skills workshop participants.

Suggested skills operational teams require include:

- Information exchange—transferring information accurately between team members.
- Information evaluation—determining the accuracy of information by asking questions, interpreting, and verifying information by confirming with others.
- Task assignment—designating specific team members to perform specific tasks, either by the team leader or by team members agreeing to be responsible for individual tasks.
- Performance direction—providing instructions on the performance of specific task actions and feedback useful in performing tasks.
- Strategy development—developing general approaches for task accomplishment including procedure review before task performance, consideration of options for task accomplishment, and assignment of responsibilities.
- Problem analysis/decision making—defining, analyzing, verifying, correcting, and following-up are the steps taken to determine the most appropriate option.

Operational team skills are essential in facility controlled areas (areas where access is controlled for safety or other reasons). Information exchange is a skill that is fundamental to most of the communications occurring among team members. The operational and administrative information exchanged must be evaluated often by facility team members.

Daily operations involve multiple task assignments to be performed by specific individuals. Task assignments require additional performance direction or supervision and communication during facility operation. Integral to the performance of these actions is the performance feedback from other team members so that an individual will know if certain control actions are being performed correctly or appropriately.

On a broader scale, effective coordination of multiple task actions is necessary during the performance of complex tasks. Occasionally, the more complicated tasks for which specific procedures may not exist require strategy development by the controlled area team. They must develop the best approach for accomplishing the task

considering existing facility conditions. Finally, the controlled area team is continually faced with situations that require problem analysis and decision making skills during normal, abnormal, and emergency situations.

Independent Work Teams: Independent work teams are composed of technically competent people who are fully responsible for completing a project. They are composed of fully committed team members who have the authority, the information, and the skills essential for completing tasks and for carrying out the decisions in their assigned area of responsibility.

The primary responsibilities of independent work teams are to plan, set priorities, coordinate with others, measure and take corrective action, identify and solve problems, schedule and assign work, and handle personnel issues as they come up.

Some responsibilities that independent work teams moving toward self-direction accept include: housekeeping; product modification and design; work process improvements; presentations to management; team member selection and discipline; customer interface; organized and observable output; accountability for producing specified end results; responsibility for daily operational decisions; input toward reward systems tied to individual performance and breadth of skills, team performance and profit; peer influence, personal commitment, and peer evaluation.

There are five contributing roles operating in support of independent work teams: team members, team leaders, facilitators, project managers, and line management. Leaders are responsible for establishing and maintaining successful team roles.

- Team members focus on day-to-day operations for producing a quality product or service within time and cost boundaries.
- Team leaders name assignments, set task boundaries, and help teams overcome obstacles. Leaders may coordinate some responsibilities that were formerly done by the supervisors and recruit or requisition additional resources for their teams. Teams sometime rotate the leadership role.
- Facilitators are process resources who may be called upon to help team leaders conduct meetings, resolve member conflicts, and address management interface or residual

barriers to change.

- Project managers set the direction for their teams. They secure resources and act as buffers between the team and the rest of the organization. Some project managers may be responsible for more than one team.
- Line management stays in tune with customer needs and champion efforts to build a strong team-based organization.

Conflict Management

Conflict among employees is inevitable. When not handled properly, conflict can severely hamper the ability of the employee to complete assigned tasks successfully, especially during stressful emergency situations. The ability of employees to manage conflict situations during both normal and abnormal conditions is crucial. Failure to manage conflict can create negative consequences, including worker dissatisfaction, sabotage, and reduced productivity.

Successful conflict management involves techniques for addressing conflict and providing a solution acceptable to everyone to get tasks completed successfully. Conflict management addresses responding to the problem, not to each other.

Some of the sources of conflict at the Laboratory are:

- schedules, goals, and priorities;
- poor direction or leadership;
- administrative problems;
- poor communication;
- resource allocation;
- reward structure/performance appraisal or measurement;
- personality and interpersonal conflicts;
- politics;
- ambiguous roles and responsibilities; and
- unresolved prior conflict.

Figure 1-2 illustrates the various styles of conflict management proposed by Thomas and Kilmann.

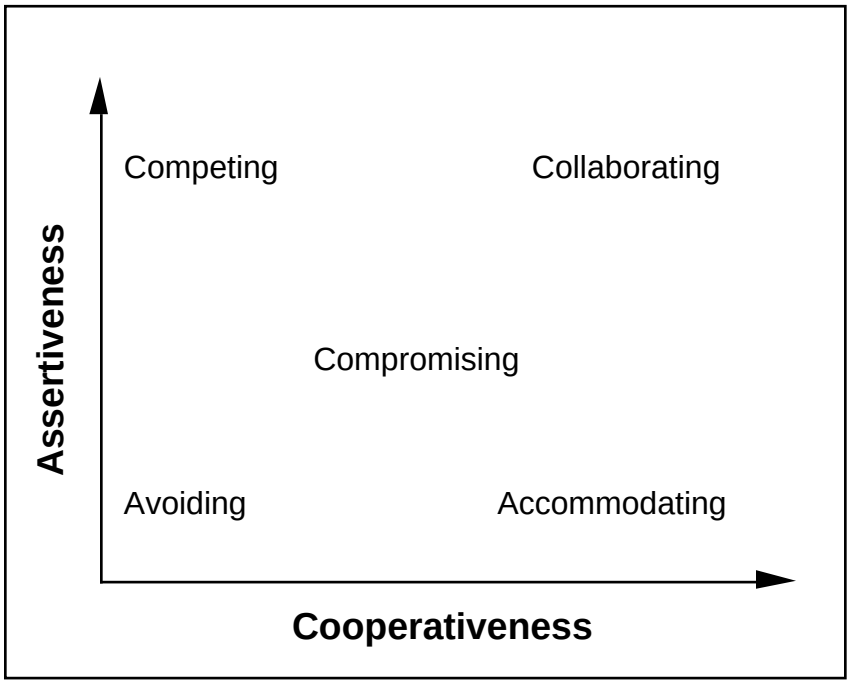


Figure 1-2 Thomas-Kilmann Conflict Resolution Model

- Avoiding—This style is considered the least cooperative and the least assertive. In this situation, conflict is not addressed. As a short term strategy it may work, but as a permanent strategy problems may never get solved.
- Accommodating—This style is characterized by cooperative, unassertive behavior. It means to place the needs and concerns of others above your own needs and concerns.
- Competing—This style is considered the most assertive and the least cooperative. It reflects one's desire to meet his or her needs at the expense of others.
- Compromising—This style is between competition and collaboration and avoidance and accommodation. The objective is partial fulfillment of the needs, concerns, and goals of all parties concerned. The solution should be mutually acceptable and partially satisfying to everyone involved. Nobody wins, however nobody loses.
- Collaborating—This style uses both cooperation and assertiveness in an effort to satisfy the needs of all parties concerned. The key to reaching the collaborative stage is

communication; the key to communication is trust; and the key to trust is honesty.

- Acknowledgment that conflict exists
- Identification and acknowledgment of other's needs, concerns, and goals
- Identification of alternative resolutions and consequences for each party involved
- Selection of the alternative that meets the needs and concerns of all parties
- Implementation of the alternative selected

For effective conflict management, establish rules in advance. Ground rules for managing conflict might include:

- When controversy arises, have one party who is not directly involved state the issues before further discussion is allowed.
- All parties must all agree on the problem and specifically identify the common goal or solution.
- Each party must be able to restate the other's position to their satisfaction before any evaluation discussion is allowed.
- All parties will identify and agree upon the criteria to be used in resolving the controversy.

In responding to conflict, it is important to focus on issues and situations—not people or personalities.

Conflict management skills can be reinforced during on-the-job training, simulator training, and role-play exercises. Understanding the causes and benefits of constructive conflict helps team members recognize early signs of conflict and prepares them to handle or avoid highly emotional issues. A timely resolution of conflict will reduce stress during situations when the team needs to focus its energies on programmatic goals and efforts.

Team Time Management

Since the 1960s, we've all been urged to manage our time better. And we've all learned—some of us more reluctantly than others—to set goals and priorities, make a plan, and schedule accordingly to

complete projects. Team time management focuses on a team effort.

Team time management requires an entirely new approach to time management. It suggests that the tempo of the team is focused on a group of people working together, not on individuals. It requires that we learn and act with respect to our time as it fits into the bigger picture. This does not diminish the individual's contribution, but makes the individual accountable to the team for the contribution which enhances team productivity and effectiveness.

Project Management

A project is any activity that results in a deliverable or a product. Projects always begin with a request to provide a solution to the problem or to fulfill a need. Planning the project is knowing ahead of time where you are going, how you are going to get there, and how you will be able to prove that you are there. The manager/ supervisor's most fundamental responsibility is planning. It involves four basic steps: (1) establishing goals, (2) defining the present situation, (3) determining aids and barriers to goal achievement, and (4) developing a course of action (Stoner and Freeman, 1989). Once the project is complete it is always helpful to conduct a lessons learned review.

Models for planning and control include forecasting and the use of various project management techniques such as Gantt charts, milestone scheduling, program evaluation review technique (PERT) charts, and critical path method (CPM).

Some of the problems that cause projects to fail are:

- A lack of clear goals, poor resource estimates, unrealistic deadlines, and poor planning. The project team may be locked into impossible commitments.
- Not clearly assigning roles and responsibilities.
- Not using or improper use of project management tools or spreadsheets to help in decision making and documentation.
- Lack of project reviews and walk throughs.
- Lack of planning for turnover, retirements, new initiatives, job changes, and attrition.

Some projects are never completed because of changing programmatic goals or direction, outright cancellation, or lack of funding. Some of these reasons may be out of LANL's or the manager's control.

Projects that succeed do so primarily because of planning and control. Successful projects have a clean beginning, a written plan that defines what will be delivered, and steps defining how and when it will be accomplished. Performance measures and measurable acceptance criteria are documented and are used to demonstrate that the commitments are met. Managers and supervisors must ensure the project is appropriately staffed and fully documented. Frequent reviews measure progress. When a problem occurs, it is resolved or estimates and schedules are redrawn and expectations are reset as necessary. This process demonstrates a customer focused organization using project management tools that help ensure appropriate planning and control.

LEADERSHIP ROLES AND RESPONSIBILITIES

This section cites key roles and responsibilities of positions at the Laboratory, including Division/Program Directors, Facility/Program Managers, Group/Office/Center/Team/Project Leaders as defined by the Lab Director. These leaders interact with other Lab employees, DOE representatives, and others as needed. In general, line managers are responsible for selection, training, and qualification of personnel. They define roles, responsibilities, and authorities, and are responsible for adequate communication, and functioning of teams.

Roles are defined as individual actions and activities to achieve successful job performance. Responsibility can be delegated but not relinquished. Authority is the power to make decisions within the constraints established by the Lab Director and/or DOE and can be delegated.

Division Director

The Division Director is responsible for leadership and management of a Division and is a major contributor to the strategic planning, policy definition, and major decisions of the Laboratory. Division Directors provide top-level support for program execution

and development, including overseeing and coordinating the use of Division resources in program execution; teaming with Program Directors, Program Managers, and Group-level managers to develop programs using Division capabilities. Other areas of responsibility include all aspects of safety within the Division, the quality of performance and product, and the environmental impact that any project may produce.

In addition, Division Directors are responsible for the overall personnel actions of their Division such as personnel selection, termination, disciplinary actions, promotions, performance appraisals and training. The Division Director also selects and supervises group-level managers and Division Office staff.

Program Director

The Program Director is responsible for Laboratory interactions with a defined customer segment and is accountable for overall customer satisfaction. Program Directors also establish strategic business relationships with customers and leads Laboratory strategic planning for the designated customers. They also participate in strategic planning and defining policy for the Laboratory.

In addition, Program Directors provide top-level program development and execution, including resource allocations, select and supervise Program Managers, and may appoint Project Leaders.

Facility Manager

The Facility Manager is responsible for the overall management, operation, and effectiveness of a Laboratory facility. This includes operations, maintenance, space, space modification, safety, security, and compliance of the facility. The Facility Manager also monitors construction and maintenance projects at the facility.

Facility managers are also responsible for quality management and improvement practices. They serve as the primary interface and facility contact with DOE and other auditors. When appropriate they implement conduct of operations programs, monitor compliance, develop and implement ES&H programs, and make commitments of facility resources to projects.

Facility Managers are also responsible for facility personnel management including providing leadership for a facility team for technical assistance, guidance, and supervision. Facility Managers may appoint Team Leaders and select personnel to fill specified positions.

Program Manager

Program Managers are responsible for providing an effective interface between the Laboratory and the customer for the program. They are accountable for customer satisfaction and for program execution. The Program Manager coordinates program development activities with customers and makes recommendations for investment of institutional resources for program development.

Group/Center/Office Leader

Laboratory groups, offices, and centers are responsible for providing technical and/or operational support for Laboratory programs. The Group Leader is responsible for achieving and maintaining technical and/or professional excellence within this organization. The Center Leader is responsible for leadership of an organization with a crosscutting, institutional functions such as integration and coordination of Laboratory activities that occur in many Divisions and Groups, management of major equipment resources that are used Laboratory wide, or outreach for the Laboratory in a broad technology or thrust area. The Office Leader is responsible for leadership of an organization with a specialized function.

The primary roles of these leaders are to ensure a safe workplace, ensure adherence to Laboratory policy, and minimize the environmental impact of the organization. They manage the human resources, strategic and tactical planning, ES&H budget, and the overall effectiveness of the organization including the delivery of quality products and services. In addition, they serve as the spokesperson for the organization's capabilities, mission, and expertise and are responsible for delivering quality products and services. These leaders also appoint Team Leaders and are responsible for performance appraisals of and salary management for all personnel in their organization.

Team Leader

The Team Leader provides leadership for a team of workers with similar or synergistic skills that constitute an important capability for the Laboratory. The Team Leader is responsible for supervising a team in a safe and environmentally acceptable manner and for the productivity and excellence of that team. Team Leaders support project development and execution, including commitment of resources and providing products and/or services and promotes productivity and excellence of the team members.

Project Leader

A Project Leader provides direction to the people assigned to a project and charges appropriate project accounts for materials and tasks carried out for those projects. Project Leaders lead the development and execution for a specific project. Included in this is defining work packages, negotiating staffing and resources, reconciling program plans and funding, and defining project allocations.

VISION

The Laboratory Director communicates the theme of LANL as a "unified, customer-focused Laboratory" with the LANL vision of science serving society. The vision states that the Laboratory will exemplify a creative, learning organization that forms strategic partnerships with government, academia, and industry, and values integrity, excellence, and public service. It also states that the Laboratory will creatively integrate science and technology with societal needs to enhance global security, preservation of the earth, and quality of life. To realize the Laboratory's vision, each organization must have a vision that supports the Laboratory's vision.

Successful leaders must have a strong and ever present vision for their organization. Leaders must possess the ability to articulate a coherent vision for a facility or project and the creativity and authority to overcome obstacles. Planning is the basic process of selecting goals and determining how to achieve them.

Managers can significantly improve the value of their planning by better understanding and facilitating strategic thought within their

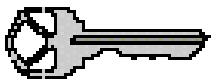
organization. Strategic thinking is an active, purposeful, and organized effort to make sense of the future competitive environment within which we must operate.

The organization sets a vision, defining and deciding what they have to do, researching what the stakeholder or customer wants. Next they determine what other leaders in the industry are doing by visits, phone interviews, reading journal and newspaper articles, and talking with customers.

Leaders develop strategies or objectives for achieving the vision. They communicate the vision and strategies and build support for them both inside and outside the organization. By “walking the talk”, leaders model the behavior to keep people working toward the vision, inspiring and motivating others. The manager or supervisor can help workers recognize their value to the organization and their contribution towards achieving the vision.

Leaders need to develop the required functional skills to assure successful implementation and be able to identify what customers want and need from the organization in the form of products, services, or development.

MODULE SUMMARY



The LANL vision of a unified, customer-focused laboratory whose goal is science serving society can only be achieved with strong, effective leadership. Managers and supervisors at the Laboratory play a key role in achieving that vision. They must develop their own leadership skills by practicing and modeling leadership qualities such as Stephen Covey’s Seven Habits. They need to use accurate and precise communication. Managers and supervisors need to know how to cope with declining resources as well as have a basic understanding of how to obtain potential resources.

One of the best ways to achieve the LANL vision is to work together in teams. Teaming may take more time and effort but the results can have far reaching positive effects. Thus, managers and supervisors need to understand how teams work, the differences between operational teams and self-directed teams, and how to manage conflict that may arise during any kind of teamwork. LANL leaders also need to know how to manage their team’s time as well as how to manage any project.

Well defined leadership roles and responsibilities help to achieve the goal of science serving society. Each person at the Laboratory must do their part to support that vision. As an organization, it is a necessity that we develop good, strong leaders.

SELF ASSESSMENT

Questions

(1) In order to be an effective leader, it is important to focus on a person's

a. personality and intuitiveness.
b. character and skills.
c. safety record and experience.
d. education and experience.

(2) One of a leader's skills is coaching. The coaching process is aimed at

a. motivating the workers to win the corporate challenge.
b. separating the workers into focus groups.
c. building a partnership for continuous improvement.
d. increasing worker utilization of LANL health facilities.

(3) Conflict among workers is inevitable. Successful conflict management is important because

a. the ability to manage conflict situations during both normal and abnormal conditions is crucial.
b. if the conflict is left to perpetuate unchecked, the result can be a discouraging safety record for the organization.
c. the goal of the Laboratory is to have all organizations working toward a single goal with a single focus.
d. managers might not reduce stress during situations when energies should be focused on programmatic goals and efforts.

(4) Operational team skills are essential in facility controlled areas. All of the following are recommended skills for operational teams except

a. information exchange and evaluation.

b. task assignment and performance direction.

c. facilitating and organization development.

d. strategy development and problem analysis and decision making

Answers

1-b; 2-c; 3-a; 4-c